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MANPOWER DEVELOPMENT AND LECTURERS' PRODUCTIVITY IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

This study examined the relationship between manpower development and lecturers' productivity in tertiary institutions in the Delta State of Nigeria. The study adopts the ex-post-facto design. A survey instrument titled "Manpower Development and Lecturers' Productivity Questionnaire (MPDLPQ) with a test-retest reliability Coefficient of .734 is used to collect data from the 205 lecturers selected from a population of 1021 lecturers based on proportional stratified random sampling method. Five research questions and one hypothesis guided the study. The Pearson Product Moment Correlation Coefficient and multiple regression statistics were used to analyze the data. The results led to the conclusion that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of institution, although these predictor variables could explain only eight percent of lecturers' productivity in institutions of higher learning in Delta State of Nigeria.

Keywords: Colleges of Education, Faculty renewal, Higher institutions of learning, Lecturers, Manpower development, Productivity, Staff development programmes, Tertiary institutions, Training, Universities.

Introduction

The central idea underlying manpower development in any sector, including the education sector, is how best to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic, political, scientific and technological changes and globalization. As Lassa (1992) rightly emphasized, in education, teachers are the foundation of quality; they hold trust for the implemented curriculum of formal education and therefore, are at the centre of the educative process. In fact, no education system can rise above the quality of its teachers (NERDC, 2004). This is even all the more important with the institutions of higher learning whose mission include research - the expansion of the frontiers of knowledge, teaching and community services.

Manpower development has become an accepted phenomenon in organizations. In tertiary institutions, lecturers' development programmes are considered very critical. They are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers so that they can posses the necessary abilities to handle complex situations and better perform their job. Through renewal activities, lecturers avoid becoming rustic.

The need for lecturers to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before for a number of reasons. For instance, academic programmes in our universities rarely adequately prepare candidates as "finished" products for their future positions and their accompanying responsibilities (Heiss 1970, Peretomode and Peretomode, 2001). There is also the issue of knowledge explosion. Tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be trained and retrained on regular basis (Johnson 1976) as globalization and the economy and competition for talents is becoming worldwide (Fanny, 2001).

The above situation implies that lecturers need to keep abreast of the time and the trends of knowledge development in their discipline so as not to become obsolete and made redundant. The ultimate goal of self-development is the enhancement of individual's job satisfaction and the optimization of skills, talent and task accomplishment.

Jones (1994) stressed that manpower development of lecturers in tertiary institutions should be geared towards acquiring or sharpening the capabilities of lecturers required in performing various obligations, tasks, and functions associated with or related to their present or future expected roles. Similarly, Peretomode and Peretomode (2001), have identified the benefits of training and development of lecturers to include increase in knowledge, skills and

the development of positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources within institutions of higher learning.

Statement of the Problem

The importance of lecturers' professional renewal in tertiary institutions cannot be over emphasized. In spite of its apparent merit, there are still many employers particularly in the education industry who do not commit sufficient funds to the development of their employees. They consider staff development as a waste of meagre resources because of the high cost involved although most employees appear to have positive feeling about the usefulness of training and development and would want to engage in them.

In Delta State of Nigeria, there are a number of tertiary institutions with lecturers of different academic status. The principal criterion for promoting lecturers from one level to the other is the lecturer's productivity defined in terms of research output or publications in referred national and international journals and text books. Some of these lecturers have participated in self-sponsored development activities and few others have benefited from their institution's sponsored staff development programmes.

One thing that is not certain or that has not been determined empirically is whether those who have participated in development programmes are more productive than their counterparts who have not. In other words, how has development efforts enhanced the productivity of lecturers?

Research Questions

1. What difference exists, if any, in the productivity of lecturers before and after development activities?
2. How does productivity after training compare between lecturers in college of Education and the University?
3. How does manpower development relate to the productivity of male and female lecturers?
4. How does productivity of lecturers after development activities compare amongst those in the faculties of education, humanities, social sciences, and the sciences?
5. What relationship exists, if any, between manpower development and lecturers' productivity?

Research Hypothesis

There is no significant relationship between manpower development and lecturers' productivity based on gender, faculty and type of tertiary institution.

Method and Procedure

This study is an expost-facto design in nature. In this study, the independent or predictor variables such as manpower development, gender, type of institution and type of faculty and the dependent or criterion variable which is lecturers' productivity had already occurred and cannot be manipulated.

Population of the Study

This study comprised all 1,021 lecturers from the tertiary institutions in Delta State of Nigeria. These institutions are the Delta State University Abraka, with campuses at Oleh and Asaba (470 lecturers -365 males and 105 females), College of Education, Warri with 274 lecturers (163 males and 111 females), the college of Education Agbor, with 183 lecturers (143 males and 40 females) and the Federal College of Education (Technical), Asaba , with 94 lecturers (60 males and 34 females). This information was obtained from the Personnel Department or Establishment Departments of the various institutions.

Sample Size and Sampling Method

The sample size of this study was 205 lecturers selected based on proportional stratified random sampling technique. This represented 20% of the population. The sampling was done in such a way that twenty percent (20%) of the entire lecturers in each of the four selected institutions were selected through random sampling (see Table 1)

Table 1: Selection of Lecturers by Proportional Stratified Random Sampling

S/NO	INSTITUTION	POPULATION OF LECTURERS	20% OF THE POPULATION
1	Delta State University, Abraka	470	94
2	College of Education, Warri	274	55
3	College of Education, Agbor	183	37
4	College of Education (Tech). Asaba	94	19
Total		1,021	205

From the data in Table 1, the sample of the study consisted of 94 lecturers from the Delta State University, Abraka; 55 from the college of Education, Warri; 37 from the college of Education, Agbor, and 19 lecturers from the Federal College of Education (Technical), Asaba.

Instrumentation

A survey instrument titled 'Manpower Development and Lecturers' Productivity Questionnaire (MDLPQ) was developed by the researchers to obtain data for the study after an extensive review of the related literature on manpower development and productivity. The questionnaire consisted of three sections. Section A compromised seven items on demographic variables. Section B consisted 29 items based on publications made before and after development activities and Section C consisted of 15 items based on manpower development structured on a four-point Likert-type scoring scale of 1-4 with 4 = strongly Agree, 3 = Agree, 2 = disagree and 1 = strongly disagree.

Validity and Reliability of Instrument

The face and content validity of the survey instrument was established using professors in the Faculty of Education to evaluate the suitability and appropriateness of each item and the adequacy of the instrument. Their useful comments, corrections and suggestions for improvement were taken into consideration in preparing the final survey instrument for the study The reliability of the instrument was determined by the test-retest method. The instrument was administered to 20 lecturers, ten of whom were from the university setting and the others from the Colleges of Education. After two weeks, the same survey instrument was again administered on the same lecturers. Thereafter, the test-retest reliability coefficient was calculated using the Pearson Product Moment Correlation and .734 Coefficients was obtained.

Administration of Instrument

The copies of the research instrument were personally administered on the respondents and retrieved the same day after they have been completed, in each occasion.

Data Analysis

Descriptive Statistics – percentage, mean, Pearson Product Moment Correlation and the multiple regression statistical tools were used in analyzing the data. The analysis of data has been presented according to the specific research questions and hypothesis

Research question 1: Determining whether there is a difference in the productivity of lecturers before and after development activities.

Table 2: Mean of Lecturers Productivity Before and After Manpower Development N=196

Variable	$\overline{X}$	SD
Productivity before Training (manpower development)	15.82	5.40
Productivity After Training	18.80	5.94

The data in Table 2 show that the mean score for respondents on productivity before training was 15.82 and the standard deviation was 5.40 while the mean score on productivity after training was 18.80 and the standard deviation was 5.94. This shows that the mean score for lecturers' productivity after manpower development was higher than that before training. This implied hat training positively affected lecturers' productivity. This result is also illustrated in Figure 1 below.

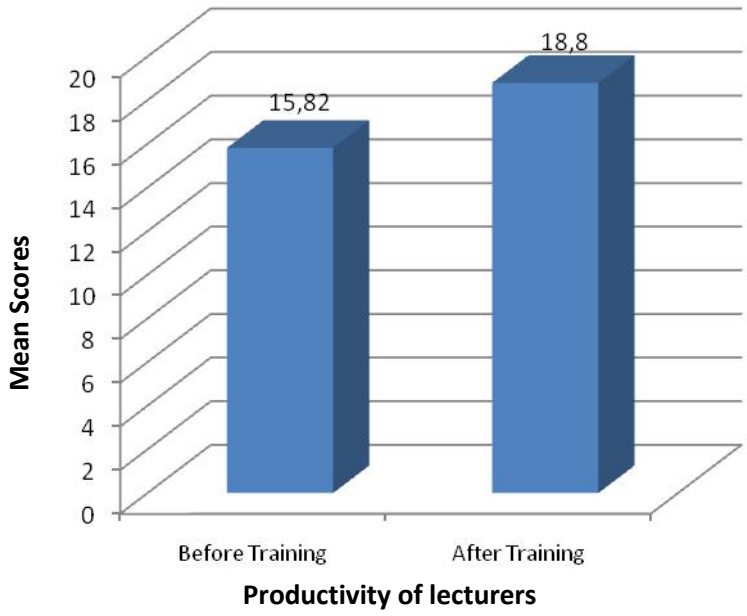

Figure 1: Productivity of Lecturers Before and After Manpower Development

Research question 2: Compared the productivity after training between lecturers in the Colleges of Education and those in the Universities.

Table 3 : Comparison of the productivity Mean Scores of Lecturers in Universities and Colleges of Education, N=196

Institution Type	$\overline{X}$	SD
Colleges of Education (N=110)	17.472	5.15
University (N=86)	20.470	6.51

The data in Table 3 show the mean scores of productivity of lecturers after manpower development in the University and Colleges of Education. The mean score on productivity for lecturers in Colleges of Education was 17.47 and the standard deviation was 5.15 while the mean score on productivity of lectures in the University was 20.470 and the standard deviation 6.51.

From the above analysis, it is evident that the mean score on productivity of university lecturers after manpower development was higher than that of lecturers in Colleges of Education.

Research question 3: was raised to determine if there is a difference in the productivity of male and female lecturers after manpower development and involvement in training programmes.

Table 4 : Mean Scores of Productivity of Male and Female Lecturers After Manpower Development N=196

GENDER	PRODUCTIVITY		MANPOWER DEVELOPMENT	
	$\overline{X}$	SD	$\overline{X}$	SD
Male (N=142)	18.95	6.35	24.11	4.09
Female (N=54)	18.39	4.75	23.81	3.84

Table 4 shows the mean score for the male respondents on productivity to be 18.95 and the standard deviation 6.35, while the mean score for female respondents was 18.39 with a standard deviation of 4.75. On manpower development, the mean score for male lecturers was 24.11 and the standard deviation 4.09. The mean score for the female respondents on this variable was 23.81 with a standard deviation of 3.84. The above analysis shows that the mean scores of male respondents were basically similar to that of their female counterparts on both productivity and manpower development.

Research question 4: Compared the productivity mean scores of lecturers by faculty.

Table 5: Comparison of the Mean Scores of the Productivity of Lecturers by Faculty after Development Programmes N=196

Faculty	$\overline{X}$	SD
Education (N=32)	23.16	3.63
Humanities (N=55)	23.29	4.52
Social Sciences (N=34)	24.62	3.28
Sciences (N=75)	24.67	3.70

The mean scores as shown in Table 5 respondents' productivity by faculty are; 23.16 for Education; Humanities = 23.29; Social Sciences = 24.62, and Sciences was 24.67. This shows that there were relatively very small differences among the mean scores of the respondents from the various faculties. However, the faculty of sciences has the highest mean score of 24.67 followed by social sciences with a mean score of 24.61. The result is illustrated in figure 2 below.

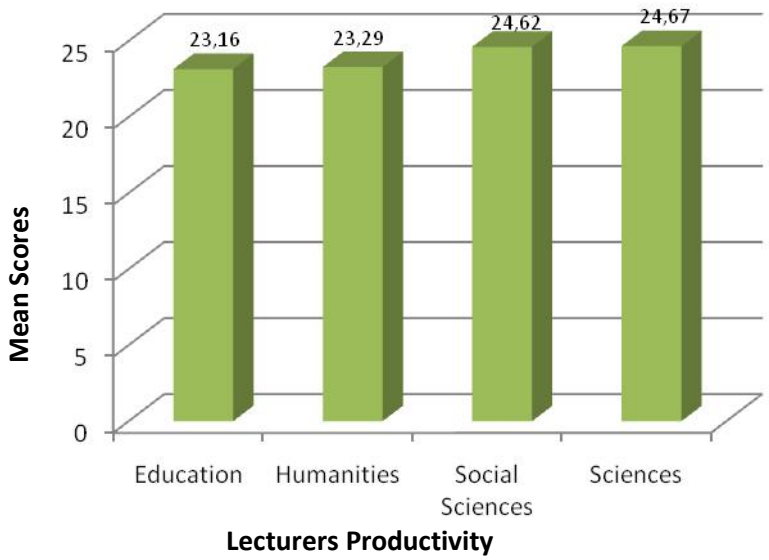

Figure 2: Bar chart of productivity of lecturers in four faculties after Training.

Research question 5: determined relationship between manpower development and lecturers productivity

Table 6: Pearson r Between Manpower Development and Lecturers productivity N=196

Variable	$\overline{X}$	SD	N	df	Cal. r Value	Critical r Value
Manpower Development	24.03	4.02	196	194	.446	194
Productivity	18.80	5.94	196			

The data in Table 6 show the relationship between manpower development and lecturers' productivity using the Pearson Product Moment Correlation. The correlation coefficient was.446 and the critical r was .195 with degree of freedom (df) as 194. Since the calculated r which is .446 is greater than the critical r (.195), we state that there was a positive relationship between manpower development and lecturers' productivity, although the correlation was low.

Hypothesis 1 stated that there was no significant relationship between manpower development and productivity of lecturers considering gender, faculty, and type of tertiary institution. Multiple regression statistical tool was used to analyse the data relating to this hypothesis.

Table 7: Multiple Regression Analysis of the Predictor Variables (Gender, Faculty, and Type of Institution) and the Criterion Variable of Lecturers' Productivity

Multiple R	= .278
R Square	= .077
Adjusted R^2	= .063
Standard Error	= 5.7536

Group Variable	Sum of Square	Df	Mean Square	Observed F. Ratio	Critical F-Ratio	Level of Sig.
Regression	513.804	3	177.268	5.355	2.65	.05
Residual	6356.033	192	33.104			
Total	6887.837	195				

Table 7 shows the application of the multiple regression analysis to determine the relationship between manpower development, gender, faculty and type of institution when combined together and related to productivity of lecturers. The analysis shows the multiple R to be. 278 which is a low correlation. The multiple R^2 was 0.77, implying that the predictor

variables combined were able to explain only approximately eight percent of lecturers productivity in institutions of higher learning.

The data in table 7 also show that the calculated F-ratio was 5.36 with df of 195 and the critical table value of 2.65 at the .05 level of significance. Since observed F-ratio (5.36) is greater than the F-table value (2.65), we concluded that the predictor variable of manpower development and productivity of lecturers based on gender, faculty and type of institution were significantly related.

Table 8 presents the Beta weights for each of the predictor variables. An examination of the table shows that the type of institution with a Beta of 2.463 was the highest and this was followed by the faculty with a Beta weight of .677. The weight for gender had a negative value of -.146 showing that it predicted the criterion variable (lecturers' productivity) in a negative direction. In the regression equation, therefore, the type of tertiary institution is a better predictor of lecturers' development and productivity than gender and faculty.

Table 8: Multiple Regression Analysis showing Beta Weight, Standard Error, t-Value for Predictor Variables and Criterion Variable for Productivity

S/N	Variables	Beta	Standard Error	B	T-Value	Sign
1.	Faculty	.677	.386	.126	1.753	.081
2.	Gender	-.146	.933	.011	.156	.876
3.	Institution Type	2.463	.800	.219	3.078	.002

Discussion of Findings

The findings of research questions 1 and 2 revealed that the productivity of lecturers was higher after development activities but that of university lecturers' productivity was higher than their counterparts in Colleges of Education. This finding could be attributed to the fact that admission requirements and criteria for promotion are higher and more rigorous in universities than in Colleges of Education whose course contents and scope are also lower. In most cases, publications in the Colleges of Education, particularly books, are of lower quality, locally printed most times without peer review. It is little wonder, therefore, Nwadiani (2003) lamented that most publications these days in tertiary institutions in Nigeria are of low quality geared towards promotion in a context of publish or perish. Locally, self printed books and in-house, low quality journals have proliferated everywhere.

The result of data analysis relating to research question 3 showed that both male and female lecturers do not differ significantly in terms of manpower development and productivity. This finding should not be surprising because in tertiary institutions in Nigeria, equal opportunity is given to both male and female lecturers to attend staff development programmes. Since female lecturers recognize that promotion criteria are the same, they work just as hard as their male counterparts, their additional domestic burden notwithstanding. This finding seem to support that of Haggerty (1994) and Balogun (1994) who expressed the view that intelligence or hard work has no gender, and in fact found that females tend to show more intrinsic interest than males in matter of life, education and people, although did not see it from productivity point of view.

The findings of research question 4 showed that the four faculties - education, humanities, social sciences and science - do not differ significantly in terms of manpower development and productivity. This finding can be attributed to the fact that lecturers from the various faculties and institutions attend seminars, workshops and conferences which they recognize as means towards self renewal in their respective discipline and also requirement in most tertiary institutions. As McConnel (2001) and Bamidele (2003) explained, in recent years, like ever before, the reward or promotion of lecturers has come to be based on the amount and quality of their work – papers presented in conferences, articles published in referred and indexed journals, national and international books published by renowned publishers. Consequently, lecturers have come to recognize the importance of self-renewal in this age of knowledge economy and the internet.

The analysis of research question 5 showed that the observed r-value (.446) was greater than the critical r-value (.195). This implied that there was a positive significant relationship between manpower development and lecturers productivity. This finding supports the personal experience of the researchers whose performance, over the years, has been improved upon and enhanced by active participation in national and international seminars, workshops, conferences and self development efforts through reading of current and related articles in journals. The finding also lend credence to results of the study by Georglades (1980), Kuma (1991) and Yank (1999).

Georglades (1980) in his study, for instance, pointed out that with age, human beings suffer from diminished vitality, creativity and flexibility. Ageing lecturers, he added, can be assisted to remain once again to become vibrant, vital and productive through training and development, Kuma (1991) also found that in tertiary institutions where lecturers have the opportunity of training or self renewal on the job, while such development efforts do not

ensure automatic promotion, it however, does increase lecturers' productivity. Similarly, Yang's (1999) findings led him to assert that manpower development seeks to address, enhance and transform the work environment and improve the productivity of the workforce.

Conclusion

Based on the results of this study, it was concluded that manpower development enhances lecturers' productivity, irrespective of gender, faculty and type of institution, and that both lecturers' in Colleges of Education and Universities engage in similar manpower development programmes.

From the above conclusions, it has been recommended that management of tertiary institutions and the National Universities Commission (NUC) should continue to encourage lecturers to actively participate not only in local development efforts but also international seminars, workshops, conferences and short courses outside the shores of Nigeria, by providing funding for sponsorship of lecturers' to such international development activities. Because of paucity of funds on the part of lecturers' resulting from poor earnings, it has been difficult for them to personally fund such activities within the country let alone overseas. The institutions of higher learning should, as a policy, set aside certain percentage of internally generated revenue to augment government funds earmarked for research and staff development.

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